

# EISENHOWER BIRTHPLACE

— STATE HISTORIC SITE —

*Denison, Texas*

## Pre-Visit Guide: Lesson 1

Grade 5

### Overview: Texas-born World Leader

In preparation for a visit to the Eisenhower Birthplace, students will learn about the national and world leader born in Denison, Texas, by investigating a timeline of Dwight D. Eisenhower's lifelong accomplishments, looking for key moments of national and world leadership.

### Social Studies TEKS

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(C) identify the accomplishments of individuals such Dwight Eisenhower, who have made contributions to society in the areas of civil rights, military actions, and politics.

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(C) identify and compare leadership qualities of national leaders, past and present.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

### Materials

- Historical images for display/distribution
- Eisenhower Birthplace site introduction video <https://youtu.be/yR5eQ6fXHB0>
- Activity resources

### Vocabulary

- **determination:** a strong dedication to goals
- **self-reliance:** trust in your own ability to take care of yourself

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## Activity: Leadership Qualities

*15 minutes*

**Context:** Dwight David Eisenhower was born in 1890 in the railroad town of Denison, Texas. His family lived in Denison for three years before returning to Kansas where Eisenhower grew up with his five brothers. His family was not well-connected to powerful people nor were they wealthy. During his political career and afterward, Eisenhower was considered by many to be a strong and effective military and political leader in both national and world affairs. His key leadership qualities were honesty, self-reliance, determination, and hard work.

Ask students to think of someone they consider a “leader.” Tell them to make a list of one- or two-word descriptions of the qualities they see in that person that makes him/her a leader. Make a list of those qualities as students share their responses. After the list is complete, ask students to predict what five qualities from the list might also have been applied to Dwight D. Eisenhower. Circle those descriptors.

## Activity: From Where Do Our Leaders Come?

*15 minutes*

Distribute the **media organizer** and have students complete it while watching the Eisenhower Birthplace **introduction video**. Share responses.

Additional questions for discussion could include:

- **When and where was Eisenhower born?**  
[October 14, 1890 in Denison, TX]
- **Why did Eisenhower’s parents, David and Ida, move to Denison?**  
[His father was seeking work with the newly-arrived Katy Railroad.]
- **What was Eisenhower’s nickname?**  
[Ike]
- **From where did he graduate?**  
[West Point]
- **What were Eisenhower’s important military achievement?**  
[defeat of Nazi Germany in WWII; achieved the rank of five-star General]
- **What was his greatest political achievement?**  
[elected President of the United States (and first U.S. President to have been born in Texas)]

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## Activity: Timeline Investigation

*15 minutes*

Display or distribute the **Eisenhower Leadership Timeline**. Preview the timeline with students, including how the events are organized chronologically. Share responses after the activity is completed.

## Assessment

Evaluate student media organizers and timeline investigation for completeness and understanding.

## Take-home Extension

Distribute **KWL charts**. Tell students to complete the K and W columns of the chart and bring it back to class. They will complete the chart as a Post-Visit activity.

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## Resource Image: Dwight D. Eisenhower, 1952

Credit: Bachrach, Fabian, photographer. "Dwight D. Eisenhower, head-and-shoulders portrait, facing slightly left." 1952, Prints and Photographs Division, Library of Congress.



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## **From Where Do Our Leaders Come?: Graphic Organizer**

Take notes on key facts while you watch the Eisenhower Birthplace State Historic Site's introduction video, *From Where Do Our Heroes Come?*

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**DWIGHT DAVID  
EISENHOWER**



Credit: Photograph by *New York Times*. "Dwight D. Eisenhower, half-length portrait, facing slightly right, holding glasses." 1954, Prints and Photographs Division, Library of Congress.

BORN \_\_\_\_\_ IN \_\_\_\_\_  
(WHEN?) (WHERE?)

**MOST KNOWN FOR...**



## FIVE FACTS

1	
2	
3	
4	
5	

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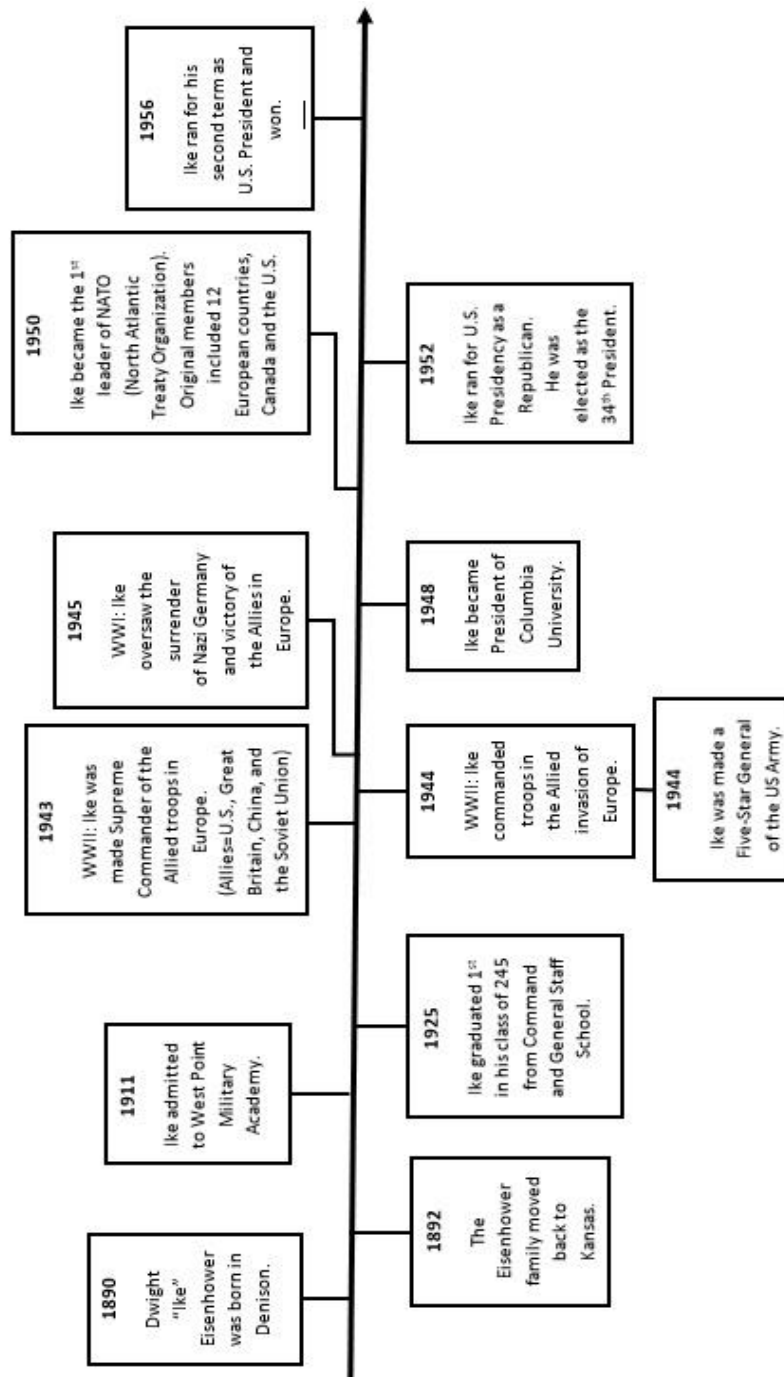
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## Dwight D. Eisenhower: Leadership Timeline

Draw a ★ on the boxes that show Eisenhower's leadership accomplishments. Then label each starred box as a national (N) or world (W) event.



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## Dwight D. Eisenhower KWL Chart

KNOW	WANT TO KNOW	LEARNED

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## Pre-Visit Guide: Lesson 2

Grade 5

### Overview: General Eisenhower, Supreme Commander

In preparation for a visit to the Eisenhower Birthplace, students will investigate primary source photographs and documents from the D-Day invasion of WWII that demonstrate Eisenhower in action as a military leader.

### Social Studies TEKS

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

- (A) analyze various issues and events of the 20th century such as the world wars.
- (C) identify the accomplishments of individuals such Dwight Eisenhower, who have made contributions to society in the areas of civil rights, military actions, and politics.

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (C) identify and compare leadership qualities of national leaders, past and present.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as documents to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

### Materials

- Historical images for display/distribution
- Primary source documents for display/distribution
- Activity resources

### Vocabulary

- **D-Day:** This term is now historically connected to the World War II Allied forces invasion of Normandy Beach on June 6, 1944. The broader “d-day” term refers to the first day of any military operation during a war.
- **motivation:** something that inspires action or activity

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## Activity: Supreme Commander on D-Day

40 minutes

**Context:** As the Allied Supreme Commander, Dwight D. Eisenhower directed Allied forces in World War II Europe. Allied forces included troops from U.S., Great Britain, Canada, and nine other nations. In June of 1944, Eisenhower coordinated the massive and successful D-Day invasion of five beaches in the Normandy region of Nazi-controlled France. This was the largest land, sea, and air invasion in world history.

Write the word ***motivation*** on the board and share the definition. Ask students to write a short reflection on what person or idea motivates them to do and be their best. Share responses.

Add the following words to the board: ***honesty, self-reliance, determination, hard work***. Ask students to give examples or definitions of each word. Ask students how Eisenhower's characteristics listed on the board were helpful to him as a military leader on D-Day.

Display or distribute the **D-Day Invasion map**. Preview the map elements including text box information, military troop badges/insignias, invasion arrows, map key, and country (France).

Have students analyze the map to answer these questions as a class activity:

- **There are five beaches marked on the map. What are the names that the Allies gave those beaches?**  
Utah, Omaha, Gold, Juno, Sword
  - **What three countries supplied most of the troops for the D-Day invasion?**  
U.S., Great Britain, Canada
  - **On what beach did the one division from Canada land?**  
Juno
  - **On which two beaches did U. S. troops land?**  
Omaha, Utah
- Three airborne divisions landed on D-Day. These forces were dropped behind enemy lines to secure important bridges and roads for the troops landing on the beaches. What two countries supplied most of these troops?**  
U.S., Great Britain

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## Primary Source Activity: Heading into Battle

*20 minutes*

Distribute/display the **photograph of Eisenhower addressing paratroopers**. Use the **National Archives photograph analysis organizer** to facilitate a whole class observation activity about the photo. Point out the credit line that shows that this photo was taken on D-Day, June 6, 1944.

Distribute/display the **Eisenhower's Orders document** and the **accompanying worksheet**. Divide the class into pairs or groups and have them work together to complete the activity worksheet. This activity may also be facilitated as a whole-class discussion lesson.

Answer Key:

1. soldiers, sailors, and airmen of the Allied forces
2. to defeat the Germany army, free oppressed European people from Nazi tyranny, secure the free world
3. He wants them to understand the reality of the battle they are about to enter.
4. honesty, determination, hard work, motivation
5. provided superior weapons and munitions and a well-trained army
6. courage, devotion to duty, skill in battle

## Activity: KWL Chart Update

*5 minutes*

Tell students to update their KWL charts from the previous lesson.

## Assessment

Evaluate students' final KWL charts for completeness and understanding.

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## ELA Extension Activity: A Letter from the Front

### ELA TEKS

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

Tell students to imagine that they are American soldiers serving with Allied troops stationed in Great Britain. They have just received Eisenhower's D-Day Orders in June 1944. Have students write letters to their loved ones at home describing any of the following: their feelings regarding Eisenhower's Orders, his leadership qualities, or the upcoming invasion of the beaches of Normandy.

### Additional Resources

Eisenhower Presidential Library and Museum – National Archives <https://www.eisenhower.archives.gov/>

Eisenhower National Historic Site (U.S. National Park Service)

<https://www.nps.gov/Eise/>

*America's Story from America's Library* by the Library of Congress

[http://www.americaslibrary.gov/aa/eisenhower/aa\\_eisenhower\\_subj.html](http://www.americaslibrary.gov/aa/eisenhower/aa_eisenhower_subj.html)

The National World War II Museum-New Orleans

<http://www.nationalww2museum.org/>

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## Resource Image: D-Day Invasion June 6, 1944

CREDIT: "Long lines of American soldiers moving inland on the French invasion coast in the D-Day assault; men and supplies come ashore following half-tracks and a beached 'duck' (amphibious truck)." June 6, 1944. New York World-Telegram and the Sun Newspaper Photograph Collection. Prints and Photographs Division, Library of Congress.



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## Resource Image: D-Day Invasion June 6, 1944

CREDIT: "Bird's-eye view of landing craft, barrage balloons, and allied troops landing in Normandy, France on D-Day, 1944." Prints and Photographs Division, Library of Congress. Reproduction Number LC-USZ62-111201.



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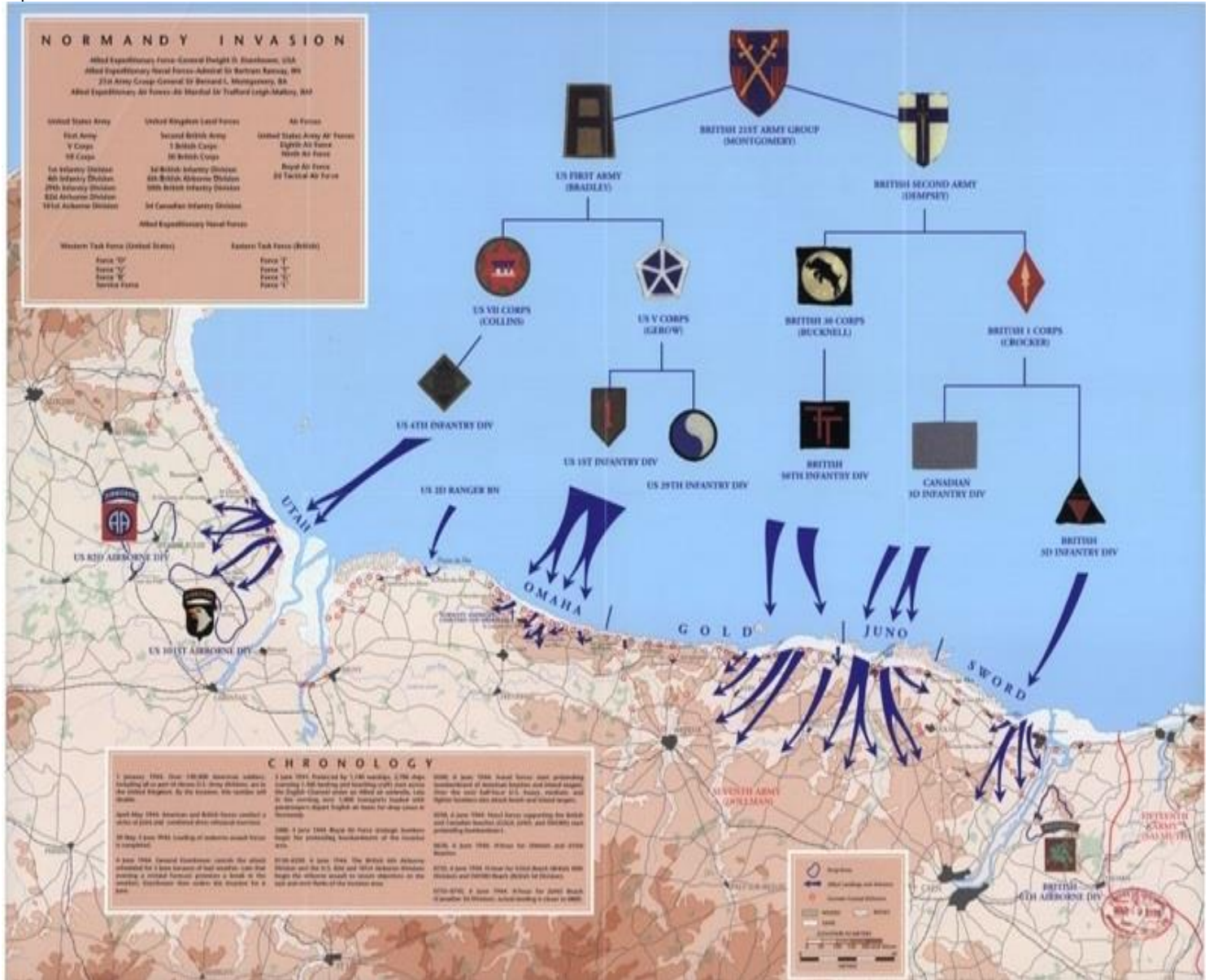
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## Activity Map: Normandy Beach D-Day Invasion

CREDIT: "D-Day the 6<sup>th</sup> of June: Normandy 1944." [Washington, D.C.: Center of Military History, 1944] Map. Library of Congress.  
<https://www.loc/item/94681943/>.



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## Activity Image: Eisenhower Giving Orders to American Paratroopers

CREDIT: U.S. Army. "Dwight Eisenhower giving orders to American paratroopers in England." 1944 June 6. Prints and Photographs Division, Library of Congress



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## National Archives Photo Analysis: Eisenhower Giving Orders

### Analyze a Photograph

#### Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- |                                      |                                    |   |                                 |  |
|--------------------------------------|------------------------------------|---|---------------------------------|--|
| <input type="checkbox"/> Portrait    | <input type="checkbox"/> Landscape | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Action | <input type="checkbox"/> Architectural |
| <input type="checkbox"/> Event       | <input type="checkbox"/> Family    | <input type="checkbox"/> Panoramic        | <input type="checkbox"/> Posed  | <input type="checkbox"/> Candid        |
| <input type="checkbox"/> Documentary | <input type="checkbox"/> Selfie    | <input type="checkbox"/> Other            |                                 |  |

Is there a caption? ☐ yes ☐ no

#### Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

#### Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

#### Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



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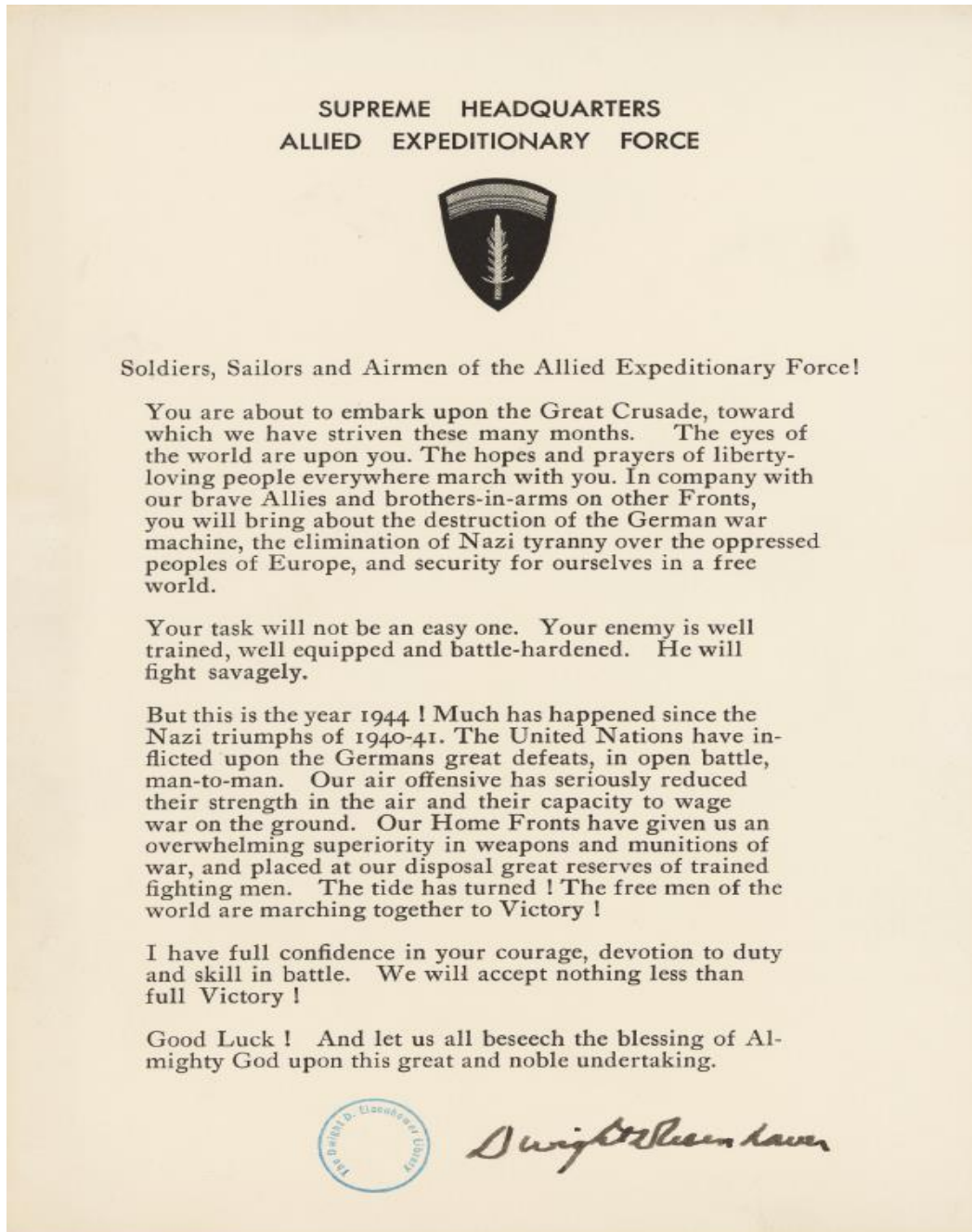
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## Activity Image: Eisenhower's D-Day Orders

Citation: D-day statement to soldiers, sailors, and airmen of the Allied Expeditionary Force, 6/44, Collection DDE-EPRE: Eisenhower, Dwight D: Papers, Pre-Presidential, 1916-1952; Dwight D. Eisenhower Library; National Archives and Records Administration.



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## **Eisenhower's Orders Activity**

Read the primary source document to answer the questions.

1. Who is the audience for this letter from Eisenhower?
2. Why were the soldiers about to go into battle?
3. Why does Eisenhower say this to the soldiers about to go into battle, "Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened"?
4. What leadership qualities of Eisenhower's does this letter demonstrate?
5. According to Eisenhower, how have people not in battle contributed to the war success since 1941?
6. What qualities does Eisenhower praise in the soldiers about to go into battle?

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## Site Visit Recommendations

- Complete the pre-visit lesson or other introductory lessons prior to your field trip.
- Divide students into small groups, each with an adult chaperone.
- Make sure students bring pencils. Pens and markers are not allowed in the exhibits.

## Information

To schedule a site visit field trip for your students, please call 903-465-8908.

For admission prices and hours of operation, please visit us online at <http://visiteisenhowerbirthplace.com>.

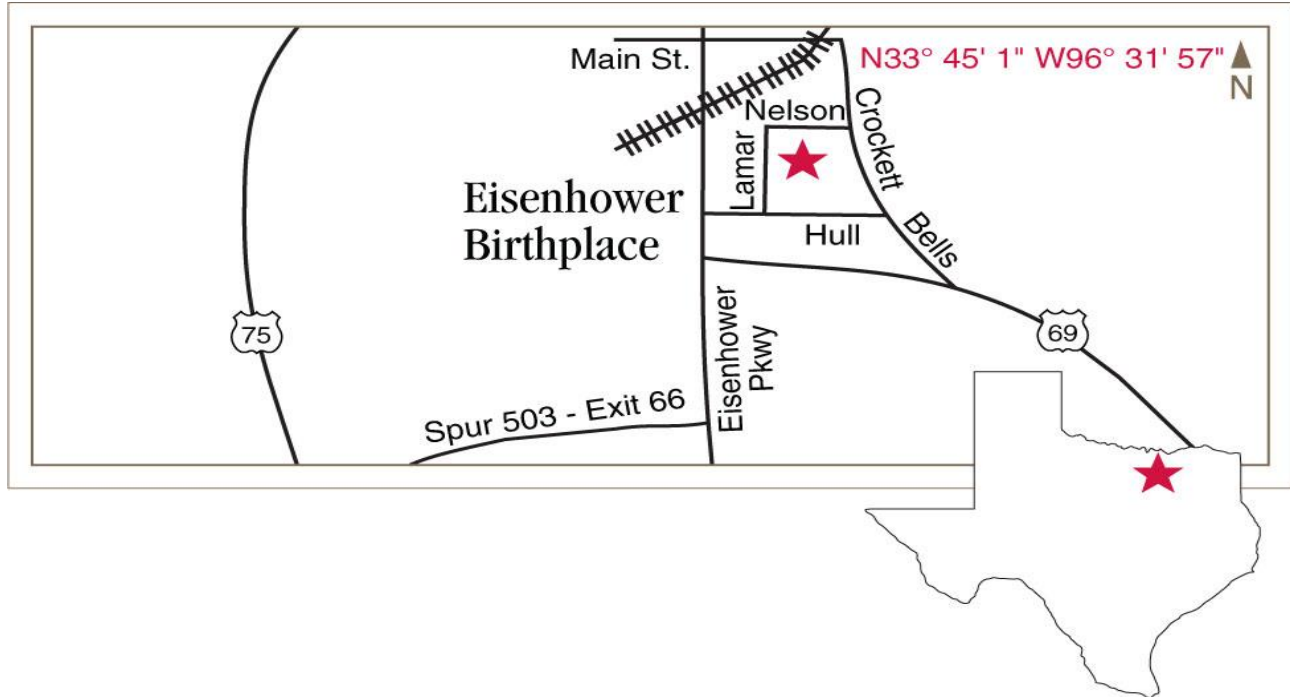
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